Higher National Unit specification: general information

Unit title: Working in an Additional Support Needs Setting

Unit code: F2C6 35

Superclass:	GB
Publication date:	August 2007
Source:	Scottish Qualifications Authority
Version:	02

Unit purpose

This Unit provides candidates with the opportunity to enhance their knowledge and skills required to work in an Additional Support Needs (ASN) setting. It is designed to enable candidates to understand the features of an additional needs setting/environment or a setting where the additional needs are being addressed and to apply appropriate skills for such a setting. Candidates will consider how the setting can contribute to learning and how to observe, record, plan and report in this context. Candidates will have the opportunity to apply knowledge and understanding gained in practical situations by contributing to/providing learning opportunities for individuals with ASN. It is intended for candidates who work or want to work in an ASN setting as part of a team of other professionals.

On completion of the Unit the candidate should be able to:

1 Examine how learning takes place and how individuals with additional needs can develop within an ASN environment.
2 Explain how appropriate skills are used to plan and create a nurturing and stimulating learning and/or play environment.
3 Plan, set up and implement development and learning opportunities in an additional needs setting.
4 Evaluate own contribution to the creation of learning and development opportunities for individuals with additional support needs.

Recommended prior knowledge and skills

It is recommended that candidates have an understanding of the behaviour of individuals with additional support needs. This could be evidenced by experience of working with individuals with additional support needs. Completion of the Units, F2CA 34, ASN: Workplace Practice and F1VE 34, ASN: Principles of Practice would be beneficial.

General information (cont)

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Core Skills

There is no automatic certification of Core Skills or a Core Skills component in this Unit. However, there may be opportunities to develop the Core Skills of *Problem Solving, Working with Others*, *Communication* and *Information and Communication Technology*.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment

This Unit should be assessed holistically by a portfolio of evidence generated by the candidate in his or her place of work. Where possible evidence should arise naturally from the tasks which the candidate caries out but it should also include reflective statements from the candidate on his/her experience.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Outcome 1

Examine how learning takes place and how individuals with additional needs can develop within an ASN environment.

Knowledge and/or Skills

♦ Learning environments — formal and informal
♦ Curriculum and play theories relating to individuals with additional support needs
♦ Role of observation and associated techniques including recording
♦ Linking theories on human development to appropriate learning opportunities through activities/play for individuals with ASN

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

♦ describe a range of learning environments, formal and informal, for individuals with additional needs
♦ explain how curriculum or play theories can inform the development of learning for individuals with ASN
♦ explain the role of all professionals in planning the learning or play environment
♦ explain the role of observation and associated techniques including recording in planning the learning or play environment for individuals with additional support needs
♦ explain how theories of human development enable an understanding of how to provide appropriate learning opportunities through activities/play for individuals with ASN

Higher National Unit specification: statement of standards (cont)

Unit title: Working in an Additional Support Needs Setting

Assessment Guidelines

This Unit is assessed holistically by a portfolio. For this Outcome, the candidate will require to demonstrate how learning takes place in the given context and should carry out and record a minimum of 4 observations which reflect the practice observed and the learning opportunities provided to individuals.

Outcome 2

Explain how appropriate skills are used to plan and create a nurturing and stimulating learning and/or play environment.

Knowledge and/or Skills

♦ Roles the worker may fulfil to support learning opportunities
♦ Appropriate worker interaction to create a stimulating environment
♦ How the worker(s) can affect the pace of learning or play

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

♦ explain how the roles taken on by the worker can support learning opportunities
♦ describe the benefits of appropriate worker interactions with individuals with ASN in creating a stimulating and nurturing environment
♦ explain how workers can affect the pace of learning and/or play

Assessment Guidelines

This Unit is assessed holistically by a portfolio. For this Outcome, candidates should examine the roles worker(s) may fulfil in creating learning opportunities and in particular should examine own role in supporting an individual/individuals' development.

Higher National Unit specification: statement of standards (cont)

Unit title: Working in an Additional Support Needs Setting

Outcome 3

Plan, set up and implement development and learning opportunities in an additional needs setting

Knowledge and/or Skills

♦ Assessment of the learning and developmental needs of an individual/group with ASN
♦ Available curriculum framework to meet the identified needs
♦ Objectives of the learning/play opportunity
♦ Appropriate models of learning/play
♦ Resources required
♦ Planning process (including impact of observation, consultation and record keeping)
♦ Roles and responsibilities of personnel within the team and importance of team working
♦ Health & safety and protection considerations including risk assessment

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

♦ work with other professionals to implement effective learning and play opportunities
♦ contribute to the assessment of the learning and development needs of an individual/group with ASN
♦ explain how a curriculum framework can be used to inform the planning of the learning process in an ASN setting
♦ produce an action plan including required resources for the planned learning/play opportunity
♦ explain how the use of observation has influenced planning
♦ carry out a risk assessment
♦ explain how consultation with others informs planning
♦ explain why keeping records can enable the planning process for appropriate learning and development
♦ contribute to planning
♦ contribute to meetings

Higher National Unit specification: statement of standards (cont)

Unit title: Working in an Additional Support Needs Setting

Assessment Guidelines

This Unit is assessed holistically by a portfolio. For this Outcome, candidate evidence should include: a needs assessment for an individual/group with ASN, an action plan showing objectives and required resources, a risk assessment, an appropriate learning/play activity linked to the objectives and evidence of participation in meetings as outlined below:

♦ Planning session (minimum of two)
♦ Team meeting (minimum of one)
♦ Meeting with mentor/supervisor (minimum of one)
♦ Meeting with parents/carers (if appropriate)
♦ Use of specific resources
♦ Minutes/notes from meetings

The Planning process could also take into consideration:

♦ the outdoor environment
♦ the production of resources
♦ purchasing small items to facilitate activities

NOTE: candidates may be involved in various forms/levels of implementation. If this is not possible it is important that the witness/supervisor's report on an implementation, or where there is no witness, a self report or checklist, is kept by the candidate.

Outcome 4

Evaluate own contribution to the creation of learning and development opportunities for individuals with additional support needs

Knowledge and/or Skills

♦ Analysis of methods of planning for the learning opportunity
♦ Different methods of sharing information on the individuals progress/development with other professionals
♦ Objectives of learning opportunity
♦ Methods of reflective practice and evaluation of own contribution
♦ Review of contribution with other professionals

Higher National Unit specification: statement of standards (cont)

Unit title: Working in an Additional Support Needs Setting

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

♦ analyse ways in which success in planning and providing for the individuals learning/developmental needs was established
♦ demonstrate ways of sharing this information with other professionals
♦ review own practice with other professionals
♦ reflect on practice and evaluate own contribution
♦ evaluate how objectives have been achieved

Assessment Guidelines

This Unit is assessed holistically.

Evidence for this Outcome should include a self analysis/reflective account from the candidate in which he/she reflects on how his/her actions and behaviours have impacted on the following:

♦ other team members
♦ development of learning (formal or informal) of the individual
♦ the overall learning/play environment
♦ developing the learning/play environment
♦ observation and planning techniques
♦ interaction and communication with other workers
♦ interaction and communication with individuals with ASN
♦ use of appropriate skills in specific contexts
♦ how objectives have been met

Higher National Unit specification: support notes

Unit title: Working in an Additional Support Needs Setting

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit must be undertaken in an appropriate real environment. Candidates should build up a folio of observations of the ways in which individuals learn and of the contribution which all workers make to the process of curriculum planning and/or constructing a play environment.

Within the Unit the abbreviations ASN refer to Additional Support Needs. The generic term 'an individual with ASN' is used as the candidate could be working with a child, a young adult or an adult. However, the candidate is expected to clarify within their evidence the age range and Additional need of the individual(s) he/she is working with.

The generic term 'worker' is used to refer to the key person (including the candidate) working with the individual with additional support needs. However, within their evidence the candidate would be expected to refer to the 'worker' using the correct workplace terminology e.g within a school this could be Support Assistant, Specialist Nursery Nurse etc

The generic term 'in an ASN setting or a setting where the additional needs are being addressed' is used as it is recognised that due to many recent legislative changes individuals have access to a wide range of provision to suit their needs. This may mean that learning does not necessarily occur in a recognised building/setting e.g to learn to travel on a bus; learning would take place at a bus stop and on a bus.

Outcome 1

In recording the information, candidates need to be able to relate the learning and development theories (highlighted in this Outcome.) to their practical application. Candidates must also be aware of the theory of a range of observation techniques and their application.

Candidates should provide evidence of awareness of learning and promotion approaches appropriate for the age and stage of the individual and of using different and appropriate techniques of observation.

Candidates should examine not only the learning environment in which they work, but a range of environments. These settings could be within the formal/statutory learning environment eg education, social work or the informal/non statutory/voluntary sector environment eg Barnardos, Capability Scotland, local support group. The candidate should be encouraged to explore the range of local learning environments as these will be individual to each area within Scotland.

Higher National Unit specification: support notes (cont)

Unit title: Working in an Additional Support Needs Setting

Outcome 2

In generating evidence for this Outcome it is important that candidates demonstrate understanding of the specific roles which workers fulfil and the way learning can be organised in providing a suitable and stable environment for individuals with ASN. Where applicable the candidate should explain the role of other team members including those who do not impact directly on the task to be undertaken.

Candidates should be directed to the specific roles, attitudes and role modelling that the worker might assume in supporting the individual's learning/development. Candidates should also be aware of the importance of teamwork and effective time management.

The candidate, as a student, at all times must be aware of his/her own limits and boundaries. This is particularly important in relation to Health and Safety and Protection issues. It would be advisable to include the setting/organisations policy documents on this matter which clarifies the role. The safety and well being of the individual with ASN is paramount and the candidate must bear this in mind when considering their own role, boundaries and limits.

Outcome 3

This Outcome should be carried out in a real learning or play environment. The candidate should demonstrate a strong understanding of the part planning plays in the process of supporting the development and learning of the individual with ASN. They should also be aware of the importance of consulting and involving the individuals with ASN in developing appropriate learning opportunities.

Candidates should contribute to planning and keep relevant records which show and evaluate this contribution. These documents should highlight any role taken within the meetings, any tasks allocated at the meetings, any follow up meetings etc Minutes should be kept as this would highlight the candidates meeting and communication skills.

When working with individuals with ASN it is important to be analytical in thought and to engage in self evaluation. Candidates are expected to show that they possess both these skills in the evidence generated for their folio.

For each candidate the degree to which he/she will implement the plan independently will depend on the constraints of the setting. The candidate should note any constraints, which should be clarified with the workplace supervisor, and explain how these constraints were dealt with. For example, if the individual with ASN has behaviour issues and always has two workers, then the candidate would include a role for the additional worker within the plan and implementation.

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Outcome 4

In Outcome 4 attention should be given to particular policies of the workplace, team dynamics, and collaboration with other team members and if appropriate, parents and carers. It is important that the candidate is seen as a valued member of the overall team

The candidate should show an understanding and awareness of his/her own professional responsibilities to the workplace and how his/her actions affect others, including other members of staff, individuals with ASN and their parents and carers. This should be reflected in the candidate's evidence of reflection and evaluation of their practice.

Guidance on the delivery and assessment of this Unit

Outcome 1

The learning in this Outcome informs the candidate of the range of learning environments which may be utilised by individuals with ASN. This learning could take place using DVDs, Journals, case studies, guest speakers and visits The range would depend on those available within the vicinity of the candidate.

Observational techniques in the abstract may be role played within the groups using DVD's of people undertaking tasks eg children at play.

Outcome 2

Group discussions drawing on own personal experiences could widen the candidate's knowledge in relation to settings they have not visited or worked in. Candidates working in small groups should be encouraged to plan learning opportunities for another group. This role play would allow the candidate to be aware of task analysis and assist in reflective learning.

Outcome 3

The candidate should keep records of planning and implementation, including observational checklists. The records should show how plans were adapted if appropriate, including any consultation with other workers eg supervisor.

As each learning opportunity will be different the candidate must include information in a structured way to demonstrate clear thinking, planning and follow through. The learning of the individual with ASN should also be recorded and reflected upon. The contribution to the learning opportunity by the individual with ASN should also be documented.

Higher National Unit specification: support notes (cont)

Unit title: Working in an Additional Support Needs Setting

Outcome 4

The candidate should have feedback/evidence where possible from other workers/team members on his/her role within the planning and implementation of the learning opportunity. Where appropriate the candidate may also have been observed and have witness testimony. Where appropriate the candidate may also include feedback from the individual with ASN.

The candidate must include evidence of ongoing reflective practice which includes all phases of this Unit ie observation, planning and implementation and evaluation.

The candidate should also include reflection on the learning opportunity in relation to achieving the aims and objectives for the learner. At this stage the candidate should record how this information would be/has been shared with individual with ASN (if appropriate) and other workers involved with the individual.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of *Communication* (Oral and Written), *Working with Others*, *Problem Solving* and *Information and Communication Technology* throughout this Unit.

Open learning

Due to the nature of the content of this Unit, it is best offered as a group-based activity. Very careful consideration should be given to this before offering it as Open or Distance Learning through a virtual learning environment (VLE)

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**

History of changes to Unit

Version	Description of change	Date
02	Rewording of Evidence Requirements Outcome 1 to clarify "role of observation" to be explained.	09/06/11

General information for candidates

Unit title: Working in an Additional Support Needs Setting

This Unit will provide you with the opportunity to use the knowledge and understanding gained in practical situations to provide learning opportunities for individuals with ASN.

You will consider how the ASN setting can contribute to learning and how to observe, record, plan and report in this context.

On completion of this Unit you will be able to;

1   Examine how learning takes place and how individuals with additional needs can develop within an ASN environment.
2   Explain how appropriate skills are used to plan and create a nurturing and stimulating learning and/or play environment.
3   Plan, set up and implement development and learning opportunities in an additional needs setting
4   Evaluate own contribution to the creation of learning and development opportunities for individuals with additional support needs

In addition to this you will have the opportunity to develop the Core Skills of *Communication*, *Working with others*, *Problem Solving* and *Information and Communication Technology* throughout this Unit.